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A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Star Mapping

HARLOW SHAPLEY of Harvard is making some famous studies of the stars. He and his Harvard astronomical associates seem to have established the fact that matter in space is not uniformly distributed as Einstein's cosmology—not his relativity—had assumed. He insisted in his cosmology that space is completely filled with matter, so that no more substances can be packed into it. In Einstein's cosmology space is static.

Harlow Shapley's star maps show that space is no more uniformly populated with the stars than the United Stars is with human beings.

The stars are in groups, scattered about like American cities, with some great open spaces.

The Harvard star maps cover one-tenth of the whole sky and contain 18,000 new galaxies, or island universe of stars comparable to the great system called the milky way, to which the sun belongs.

In the Harvard star maps one universe, the Magellanic, has giant stars 150 times as bright as the sun, and super-giant stars 10,000 times as bright as our sun. In all there are 200,000 giant and super-giant stars in that one universe, like our milky way.

All this is discovered by mapping one-tenth of the skies. What may be revealed when the other nine-tenths are mapped?

And still there are educators who insist that fundamental education consists in spelling "bus" with one "s" automatically, and in knowing that nothing and nothing are nothing.

Chicago University Reorganization

PRESIDENT ROBERT MAYNARD HUTCHINS celebrated his birthday last Saturday in a blaze of glory such as has never been the experience of any other university president at any age at any time in the New World.

No other university president has ever proposed anything as heroic as the reorganization of the University of Chicago.

It is to be adopted by deans and other faculty members, the students, the alumni, and public with unprecedented heartiness.

It has been accepted in principle by most of the university presidents of the United States.

The press and the public welcome it with much the same glorification as they would the announcement of an actual speedy cure of all varieties of cancer affliction.

Dean Boucher of Chicago

DEAN CHAUNCEY SAMUEL BOUCHER of Chicago University is not receiving as much credit as is his due for the reorganization of the University of Chicago. He is a native of Chicago, forty-four years of age, educated at the University of Michigan and Harvard Graduate School, and was on the faculties of the University of Michigan, University of Washington, Ohio State University, Universities of Texas and Wisconsin before coming to Chicago University in 1923. He has been Dean since 1925. He has been ardently progressive in national councils in the last five years.

It is now clearly recognized that the great achievement of the University of Chicago was its choice of Robert Maynard Hutchins because it knew what he could do, and that he would do it at once.

Dean Boucher was a vital factor in the discovery of what the University of Chicago needed, and how to get the man it needed.

In our account of the achievement of Lee L. Driver in Pennsylvania we should have said there are still 7,000 one-room schools in the state.

Passing of William E. Pulsifer

WILLIAM E. PULSIFER, one of the important school book publishers of this century, who succeeded D. C. Heath in the presidency of the D. C. Heath Company, died on January 4, 1931.

Mr. Pulsifer retired from active leadership in the school book publishing business several years ago because of impaired health.

Mr. Pulsifer rallied about him an exceptionally able group of men, and the house maintained its place in progressive book publishing.

Mr. Pulsifer, however, was always highly active in public affairs, apart from the publishing business. When he was actively associated with the Boston office he was a leader in the city government of Somerville, and after he removed to New York he was prominent and influential in city affairs in New York.

He was one of our closest friends from the day he became superintendent in Leominster, Massachusetts, and two years ago we enjoyed comradeship with him in Honolulu. He was a royal good fellow and a loyal friend.

M. L. Smith of Michigan

RURAL school achievement at Mount Pleasant, Michigan, is really wonderful under the leadership of M. L. Smith, whose early work in the promotion of rural education was in Kansas.

Professor Smith took charge of rural school work at Mount Pleasant five years ago last summer. There were two rural school courses with ninety students all told in the year, and the Rural Life Club had twenty-five members.

There are now eight rural courses with 500 students taking work in M. L. Smith's Rural Department, and the Rural Club has 150 members

The Apple Blossom Club (rural) has traveled 10,000 miles in the last four years, giving entertainments in the interests of consolidation especially.

Professor Smith has received an elegant $10,000 motor bus from the International Harvester Company. This is always used in these Rural School crusades.

The Apple Blossom Club has an orchestra, a dramatic group, a sleight-of-hand performer, a male quartette and a guitar player.

There is never any charge for the service of the Apple Blossom Club, and no charge for admission.

The purpose of the Apple Blossom Club is student sociability, rural entertainment, school consolidation, and welfare work.

No student can belong to the Apple Blossom Club unless his class work is up to standard.

M. L. Smith has also developed an extension course for teachers in service and others. This department has grown from 500 to 1,600, and financially the returns have grown from $5,000 to $20,000.

Naturally M. L. Smith has something to talk about in achievement, and not theorizing. He has become one of the most informing and interesting speakers on any program or for any institution. He has the broadest all-round attainment to report on that that we have discovered.

Inter-American Institute

THE University of Florida, Gainesville, will celebrate its quarter centennial on February 10 by the creation of an Institute of Inter-American Affairs. President Tigert has planned the magnifying of the opportunity and responsibility of his university to promote the peace and prosperity of the New World, and this will be the means of broadcasting the message of Good Will in many ways at all times.

There will be addresses by the ambassadors of various countries in Central and South America, and Universities of California, Texas, Illinois,

Michigan, Wisconsin, Alabama, Pennsylvania, New York, Connecticut, North Carolina, District of Columbia.

An interesting feature of the celebration will be the planting on the campus of trees by representatives of twenty-one American Republics.

Agricultural co-operation will be emphasized in many ways.

Knighthood of Youth

"THE KNIGHTHOOD OF YOUTH," a community character creation of John H. Finley, is in a class by itself in that it has developed an organization wholly unlike other modern creations in education.

There have been more vital creations in education in the last decade than in any two decades in half a century.

Edward J. Tobin, John L. Brewer, and many other local leaders have created achievements in education that are of inestimable significance, but none of them have resulted in a permanent universal organization.

Angelo Patri, Arthur Dean, Joseph B. Egan, and other wonderful creators of interest in education have had to do their own promotion through the press. Their influence has been astonishing, but everything has had to have their personality in action all the time just as the kite has to have the string in the hand of some one on the earth to lengthen or shorten the line as the pull of the kite increases or dwindles.

"The Knighthood of Youth," matchless as a modern force in education, was created by John H. Finley, of the New York Times, who has more important national and international irons in the fire than any other man has had in modern times, and they are all always at white heat.

It was easy for Dr. Finley to discover the necessity of an important creation in education, and he saw how it could be put in action, but he had no time to stand holding the kite line to keep his creation in action.

An organization was as indispensable to Dr. Finley's "Knighthood of Youth" as the moon is to the ebb and flow of the ocean's tides.

As mysteriously as the far-away moon provides for the tides there was ready for action the National Child Welfare Association in need of some great mission and message, and as by magic it assumed responsibility for the creation of adequate efficient office activity, for personal city supervisory service, with a field secretary born for national promotion of a great cause, and for the receipt of the gifts of consecrated men and women, of large means and small, and there was created almost in a day an organization as definite in purpose and as soulful in its consecration as the spirit that has made the Boy Scouts a permanent and universal force in civilization.

In New York City alone there are sixty-five public schools in which each of the more than 56,000 children and youths is personally transformed in morals and manners as a student of school subjects and is a worthy Knight at home, in games, as well as in helping to make the community clean and the people honest and courteous.

I have known American education appreciatively and praisefully in youth, in manhood, and in advancing years, but I have never seen any organization of education that has such demonstration as I have seen by the self-reliant, self-respecting school spirit and community devotion of the Knighthood of Youth in New York City schools.

Passing of Frank B. Cooper

THE recent death of Dr. Frank B. Cooper, at seventy-five years of age, removed an eminent citizen of the Pacific Northwest for thirty years.

Dr. Cooper was superintendent of Le Mars, Iowa, 1890-91, and Des Moines, 1891-1898; Salt Lake City, 1898-1901; but he attained high distinction in education as superintendent of Seattle, 1901-1922. In city official retirement, 1922 to 1930, he was successful in private financial interests and was eminent in state education affairs.

Few men have been of higher public service in the Pacific Northwest in the twentieth century than Dr. Frank B. Cooper has been.

President Claxton of Clarksville

DR. PHILANDER P. CLAXTON is rounding out one of the most useful lives of any American educator personally, professionally, and officially in the presidency of the Austin Peary State Normal School at Clarksville, Tennessee.

He can create a teacher-training institution after his own heart.

Clarksville is the county seat of Montgomery County, bordering on Kentucky and midway across the state. It is the seventh city in size in the state, with a population of 8,000, which makes an ideal city in which to live and function as a state official. He will be an educational leader of the state, and will be free to function nationally with voice and pen.

The gold watch presented to C. H. Barnes of Duluth as he retires from the superintendency of St. Louis County after ten years of exceptional service, especially to rural schools, bears this inscription: "The open door to education of rural children." We have known no one who has done more for the education of any county than has been done by Superintendent Barnes.

Famous School Board Members

FRANK C. WITHERS, COLUMBIA, S. C.

By ALBERT E. WINSHIP

COLUMBIA, South Carolina, has been a promoter of progress and poise in education for forty years, and Frank C. Withers has been a member of the city board of education for half of that time.

Almost fifty years ago Columbia elected David Bancroft Johnson of the University of Tennessee as superintendent. This was the first serious attempt in the state to promote scholastic professionalism, and Winthrop College, now at Rock Hill, was born in Columbia in Dr. Johnson's administration. I knew Columbia's educational aspirations forty-four years ago personally.

Far too little credit has been given to the unselfish citizens who devote their time without pay to the development of the American public school system. In every local community and in our large and small cities there are men and women who spend hours of their time and give much of their thought and energy for the cause of education as members of Boards of Education. This service is too frequently not appreciated by the people whom they serve.

However, this attitude does not prevail in Columbia, South Carolina. The citizens of Columbia have recognized public service and capable leadership to the end that they have kept Frank C. Withers on their Board of Education continuously for more than twenty years. He was elected as a member in 1910, and has rendered capable service to this community. For the past three years he has served as chairman.

Aside from his interest in educational affairs, he is a successful business man and a leader in the religious and social life of his city. For a number of years he has successfully served as business manager of "The State," one of South Carolina's leading newspapers. He is an officer in the First Presbyterian Church, a director in the community chest, a Rotarian, and has in various ways been closely identified with the life and progress of this city.

Under the calm and constructive leadership of Mr. Withers the Board of Education has met the problems of recent years in providing for the increasing needs of the schools, and at the same time they have supported the superintendent in his efforts to organize and conduct a progressive school program. He believes in office tenure as evidenced by the fact that Columbia has had only three superintendents during the last thirty-five years, and the third was made necessary by the untimely death of W. H. Hand. The dangers that face many school systems today, due to a period of economic depression, are of less concern to the superintendent who has wise board leadership, such as that which F. C. Withers has shown during his long service as a public servant.

Showers in the Night

By Schuyler E. Sears

Sometimes when we are sleeping
The clouds are kinder far
Than when in early evening
They hide from us a star;
For gently oft they nurture,
By uncontested right,
The thirsty fields and gardens,
With showers in the night.

Sometimes we are unconscious
Of clouds of love and grace,
Of heaven's benedictions
Poured on our needy race;
And only as we waken,
And walk out in the light,
Appear signs of refreshing,
God's showers in the night.

Sometimes a little kindness,
When darkness shrouds our way,
And our faint hearts are weary,
Just waiting for the day,
Revives our souls and freshens,
And makes the morning bright,
Like benisons of raindrops
From showers in the night.

So let us keep the spirit
Of doing what we can,
Though other lives seem dormant,
And gloom descends on man;
For no hearts are so joyous,
Or know so true delight,
As those who scatter blessings
Like showers in the night.

—From The Christian Advocate.

Belding's Page

Educational Merger

THE first educational merger was the getting together of parents and teachers to act concertedly in the interest of children. This merger, which is little more than a federation in most instances, has resulted in benefit. The teachers have learned more about the home and its problems. The parents have learned more about the school and its problems. Parents as well as teachers have a better rounded comprehension of the children.

Just as when two competing firms enter a combination they cease to work at cross purposes, so do parents and teachers drop many of their rivalries—their opposite pullings and haulings of the child's time and effort—when the two groups have entered into an alliance.

The educational merger needs to go further. It needs to obtain the participation of a third party—the community. Parents and teachers may be in perfect agreement as to policies which will help the children. The citizens as a whole may not be in accord. Generally speaking, the community of today supports its schools enthusiastically. It does not always support them intelligently. Moreover, the community has many responsibilities for the educational welfare of tomorrow's citizens besides the duty of providing formal instruction. To see that opportunities are afforded for wholesome recreation is one example of a community's duty. To maintain high standards of civic pride; to operate government without corruption is another. If a city is clean and beautiful; if it has proper industries; a healthy industrial life; if it has supplanted tenements with homes; if loafing places and speakeasies have been abolished; if public health and highway safety are sedulously promoted—then the community is to this extent laboring along with the schools and the homes to train up the children in the way they should go.

Marvelous progress in education is made possible wherever the home, the community, and the school are co-operating in a single-minded partnership for the good of the children.

Modern Maidens

A MODERN lad in his teens was heard to remark: "It takes a lot to make a girl faint, nowadays." Where he gained an impression that girls of an earlier generation fainted more easily, is immaterial. He may have read it in a book. Assuredly there is a difference. Fainting has gone out of fashion. The girl of today has somehow grown more resolute. She may not be an athlete herself, but in the presence of so many athletic girls she does not wish to be thought a weakling. Besides, she has read of so many shocking things and has seen so many shocking things enacted in the movies, that her sensibilities have probably been numbed.

Fainting at opportune moments was once regarded as a proper performance for delicately reared "young ladies." It was remarkable how many of them toppled conveniently into the arms of handsome young gentlemen.

A new type of girl has been developed. She glories in her strength rather than her weakness. Fainting isn't her specialty.

Five Acres

AN EDUCATIONAL need which is at length gaining popular recognition is that of adequate playgrounds in connection with school buildings. Thus it is reported by the Federal Office of Education that thirty-six of the states made provision, during the past year, for such playgrounds, while more than sixty cities adopted five acres as the minimum space for elementary school sites.

If foresight were ever as good as hindsight, cities would have set aside recreational areas for both children and adults when land was plentiful and cheap instead of waiting until play spots were difficult to obtain. But it is the very congestion of our populous centres which has served to emphasize the desirability of reserving breathing spaces.

Many of us went to school in buildings which had little more than paved sidewalks for pupils to play on. They talked and "fooled" while waiting for the school doors to open. Play was scarcely a possibility. Many older buildings may be seen today in such settings. Taxpayers have not felt like demolishing the ancient structures when the demands of additional housing for a rapidly growing enrollment were so insistent.

The time has perhaps arrived when many cities can supplant outworn structures with new ones, better located for the health of pupils. Present economic conditions in America are such as to make public construction programs in general an excellent policy. Moreover, a decline in birthrate and in immigration will tend to slacken the growth of school enrollments, thus leaving a better opportunity for attending to the removal of obsolete structures.

Auson W. Belding

Associate Editor

Education at Three Speeds in Medford, Ore.

By E. H. HEDRICK

Superintendent

The plan of instruction in the public schools of this Oregon city of 12,000 has been developed to care for children of varying abilities. The detailed description here given contains many points of interest to the progressive executive.

MEDFORD, Oregon, is a city of about 12,000 population, with a total school enrollment of about 2,700.

The school system consists of a high school of about 600, a junior high school of 750 and four elementary schools ranging in enrollment from 325 to 400 pupils.

Grades 1 to 3 of the elementary schools are organized on the home room basis, that is, each teacher handles a grade or a group of pupils *in all subjects.* Grades 4 to 6 are departmentally organized, as are the junior and senior high schools, with individual subject promotion. In one sense the whole system, grades 1 to 12, divides itself into four horizontal sections of three years each, Primary, Intermediate, Junior High, and High, yet in another sense, particularly from the course of study point of view, as will be discussed later under "Supervision," the organization is a "vertical" one.

The curriculum organization in Medford is a *three track plan of flexible homogeneous grouping,* with three parallel but differentiated courses of study. It has been designed to preserve the best features of two existing extremes of school organization respecting the adjustment of work to pupils, namely, the old class method, and the individual instruction plan which has been so highly developed at Winnetka, Illinois, and in so far as possible to escape the bad features of both plans. It also seeks to avoid the non-flexible plan of so-called homogeneous grouping, for "X," "Y" and "Z" pupils, where children are grouped on a single basis such as the intelligence test, and held in the same group in every subject.

The groups formed in Medford are *fast, average,* and *slow,* and designated as 1, 2, and 3. The program is so arranged that a pupil may be in the fast group, (1) in one subject; in the average group, (2) in a second subject; and in the slow group, (3) in a third subject, if found to rate that way. The groups are kept flexible. Promotion or demotion may be made at any time in any subject. The basis of promotion or demotion is the pupil's ability to progress in that subject independently of what he may be doing in any other subject. Progress is measured by carefully prepared subject matter tests covering the work to be done in that subject. Intelligence tests, reading ability tests, character point ratings, with consideration of physical and social development, and teacher's general estimates are used as checks to help determine more wisely the matter of a promotion or demotion. Let us say a pupil is being considered for a promotion into an upper group. His subject matter test may show him ready for it, but when the teacher consults the data respecting his mental age, his physical and social development, and the like, it may appear that the pupil is doing all that he can do to remain where he is, and has no proper amount of reserve to take on the increased rate and work of a faster group. Pupils cannot be grouped intelligently on the basis of any mathematical formula. Each must have individual consideration.

Three parallel courses of study are planned, differentiated each from the other as follows:—

1. Rate of progress.
2. Range of material included in the course.
3. Type or quality of work expected.
4. Approach and method used in teaching.

1. *Rate of Progress.*

The time differential between the groups is one-sixth. As stated above, there are four three-year sections, Primary, Intermediate, Junior High, and High School. Each section requires, therefore, six semesters of time for the *average* group to complete. The fast group may complete it in five semesters while the slow group is given seven semesters.

2. *Range of Material.*

The fast group not only covers the course in any given division in five, instead of six semesters, but it is also given an enriched curriculum. Certain material is included in its course which is not given to the average group. For example, cube root in junior high arithmetic is given to the fast group, but not to the average nor to the slow groups. Square root is given to both the average and fast groups but not to the slow group. In language, participles are given to the average and fast groups, but not to the slow. Similar and more significant variations respecting the range of material to be covered are made in all subjects and grades.

3. *Type or Quality of Work.*

Variations are also made in this third respect. In literature, for example, pupils' abilities and backgrounds are found to vary widely, and different types of reading material are accordingly offered the groups.

Taking the case of history, the nature of the work differs from group to group. Cause and effect relationships is a phase of this subject for the average and fast groups in junior high school, but it is not attempted with the slow group. For this group, history is little else than a story.

Again, in the case of arithmetic in junior high school. The subject of life insurance is taught to all groups. The fast group does some respectable work in mastering the elementary phases of the subject and in problem solving, but the slow group cannot do so much. It is merely given a good "speaking acquaintance" with the subject, taught that life insurance is a thing nearly all people should have, how to buy it, and the like.

4. *Method of Teaching.*

The approaches and methods used in teaching the groups also vary. The teacher is especially striving always to motivate and make the work interesting for the slow group. Such a group requires much patience on the part of the teacher. Repeated explanations do not bore these pupils as they do bright ones. Manual and activity work are considerably used as approaches and devices.

For fast or bright pupils not so much is required in the way of method. They can be left more to themselves. Teachers of these groups need to know their work thoroughly; need to have a good margin of scholarship, and be quick thinkers.

In the junior and senior high schools the groups are not taught together in the same room but are segregated. In the elementary grades each teacher handles three groups at the same time, in the same room, and keeps all busy at once.

The fact that the grouping is flexible and a pupil can be in more than one group with his range of subjects, and is subject to transfer from one group to another at any time, has operated to keep down any feeling of "caste" as it often happens in the case of non-flexible groupings.

THE GRADING SYSTEM

Since the work of each of the three groups in a given grade and subject differs from another group, both as to kind and amount of work done in a given time, three different scales of grading and marking are used.

The full range of marks A, B, C, D, E, and F are used in each group with the exponent figure denoting the group in which the grade was earned as follows:—

Group 1	Group 2	Group 3	Approx. Per Cent. Equivalent
A^1	A^2	A^3	94 - 100
B^1	B^2	B^3	88 - 94
C^1	C^2	C^3	82 - 88
D^1	D^2	D^3	76 - 82
E^1	E^2	E^3	70 - 76
		F	Failure

Failures are rarely given in Groups 1 and 2. Unsatisfactory work in either of these groups means demotion of pupil to a lower group.

Old Grade Terms Not Used.

In designating a pupil's grade placement in the system the old-time grade terms 4B, 4A, 5B, 5A, 6B, 6A, etc. are not used because they cease to have meaning where groups of pupils are progressing at different rates and doing varying amounts of work in a given amount of time. Instead the pupils of any given division, Primary, Intermediate, Junior High, or Senior High, are designated by the semester's work they are doing in a given subject in that division as I, II, III, IV, V, VI, or VII. An exponent figure designates the group in which the pupils are classified; for example, first semester pupils in a division are classified as I^1, I^2, or I^3. Second semester pupils are classified as II^1, II^2, II^3, etc.

Other features of the system for individual adjustment are:—

1. *Special coaching.*

In the elementary schools the principals are relieved of nearly all teaching but are charged with considerable supervisory work and the special coaching of pupils who need assistance in doing make-up work as a result of absence or other cause. The teacher calls the principal's attention to a pupil needing assistance and also must tell the principal just *where* the pupil is weak. The principal takes the child and tutors him for one or more periods and assigns him back to class. This procedure compels the principal to keep closely in touch with the immediate work of all teachers and aids greatly in his supervision. Similar provision for make-up work is made in the junior high school, but there it is done by some teacher in each department.

2. *Special rooms.*

For distinctly sub-normals a special room and teacher is provided. The same is also done for "atypicals." By "atypicals" is meant children whose intelligence quotient is high but who deviate seriously from the norms respecting their ability to learn certain subjects, reading and spelling in particular.

3. *Summer school.*

A six-weeks' summer session is held each year to give opportunity for remedial or adjustment work for pupils in any subject or grade from 1 to 12. The sessions of the school are from 8 a.m. to 12 m. each day, and the work offered is planned wholly upon the bases of the needs shown by the individual pupil registration. Whenever any pupil fails in any grade or subject in regular year, the teacher must make out for him a "diagnostic

failure sheet" stating just wherein he has failed to do the work, and in so far as known the causes of failure. When the pupil enters summer school his work is planned directly on this basis. The summer session is also used by a few pupils to secure a promotion from one group to another in some subject.

THE COUNSELOR SYSTEM

A thorough-going counselor system is in operation through all grades and schools and supplies individual study and educational guidance for each pupil. It is a large factor in making the flexible grouping plan a success.

The system is so planned that a counselor has from 25 to 40 pupils to counsel. In so far as possible, the counselor keeps the same group of pupils during their time in his or her school. The counselor's duty is to become thoroughly acquainted with each of his pupils, which also means an acquaintance with the parents, home life, and outside conditions under which the pupil lives. The counselor assists the pupil in choosing the proper course of study, in balancing his extra-curricular work and activities, and in general, helps him to "iron out" educational and other mal-adjustments.

The counselor as such is not a disciplinarian. He is not a driver nor does he seek to impose his will upon the child too much. He encourages and makes possible wise pupil choice by supplying the necessary information and encouragement to the pupil in times of need. If the pupil is getting low grades the counselor confers with the pupil to find the causes and to see if they can be removed. If the pupil becomes involved in a disciplinary case the principal generally calls in the counselor for consultation because the counselor is the one at school who really knows the child and the conditions under which he lives.

A very complete record of each child is kept in an individual filing folder. Some of the records contained in the folder are, the school subject grades, by six weeks and semester, the personal rating sheets from the teachers, warning slips, intelligence score, health record, extra-curricular activities, notes from parents, record of interviews, personal data sheet, and the like. The data in the folder is kept constantly up-to-date and passed along with the pupil when he advances to a higher school.

The counselor's work is among the most valuable of any attempted in Medford. To find persons personally qualified for such a position is not easy, and their special training is a matter to which the school system gives considerable attention through bulletins issued, assigned readings, and meetings held.

ORGANIZATION FOR SUPERVISION

The Course of Study.

The basis for all school supervision in any subject we hold is the course of study. Unless some definite determination has been made, and some common understanding exists between the teachers and the supervisor respecting the objects to be attained in the teaching, the materials to be taught, and the how, and the when, together with the provisions for individual adjustments to pupils, and provisions for measuring the results of the teaching, no adequate or satisfactory system of supervision is possible and small chance exists for purposive work, co-ordination, and continuity of effort. A definite course of study is, therefore, our first consideration in matters of supervision as it is in instruction.

In Medford, course of study making is not the job of one individual, but a co-operative process. The teachers of a department work as a group, led by a supervisor, department head, or a key teacher, as described elsewhere in this report. This not only makes for a common understanding respecting the educational program, and for better co-ordination of efforts as mentioned above, but for the professional improvement of teachers and improved instruction in the classroom.

Superintendent's Office.

The superintendent and his assistant constitute the directing head and the central co-ordinating force for all supervision throughout the system. All course of study committees work out of the central office and look to it for general direction and guidance. Contact with the committees is kept up both by meetings with the groups and conferences with the group leaders. Every course of study which has been prepared and every text-book proposed for change or adoption is passed upon in the central office before being placed into use.

The superintendent with his assistant does considerable visiting of classes and personal supervision through all grades and schools and plans much of the testing and the measurement of results. He also directs the teacher study and professional improvement work which is regularly carried on in the system and made a considerable force in shaping the bigger aspects of supervision and instruction.

Vertical Supervision, and Department Supervisors

In the past three years an effort has been made to develop more of the *vertical* rather than the horizontal conception of supervision for the system as a whole; in other words a *unified supervision is planned by subjects or departments,* running through all grades from 1 - 12, in all schools. This means, for example, that one individual (let us say the department head in high school English) has general charge of the direction and co-ordination of *all* of the English

work done in the system from the primary grade to the senior year in high school. So far, there has been very little personal visitation and inspection of classroom work on the part of most of the department supervisors, with the exception of music, art, penmanship and physical education. Their efforts have been mainly that of exercising a leadership in constructing courses of study, and through group meetings, conferences, and the like.

Department Heads and Key Teachers

Under the department supervisor who is generally a department head in high school, there is a department head in the junior high school, or a "key teacher" for a department in the intermediate grades, and another key teacher for the primary grades. These serve as immediate chairmen and leaders of the teachers for the school or particular division under their respective charges.

Supervision by Principals.

Strategically the principal occupies a splendid position from which to supervise. His place is well established in the educational scheme of things. The office carries a certain importance from the standpoints of dignity and authority which gives him a vantage point and an approach not often possessed at the outset by a supervisor.

Five years ago the Medford system began trying to develop more supervision through the principals. They were relieved practically of all teaching duties as stated above. In two or three instances, among the younger principals especially, the plan has been a complete success, but in a majority of the cases the principals seem to have been unable to extricate themselves from the routine of their jobs, and advance into a position of educational leadership among their teachers to the extent hoped for. They have, never the less, done considerable observation and inspection of classroom work, and on certain subjects in the curriculum where he or she happened to be strong, have assisted considerably in course of study work.

Meetings.

Rarely more than one general meeting, for all teachers, is held per year. This meeting is held just before the opening of school, and is for purposes of welcome, introduction, and general announcements. Other superintendent's meetings are held from time to time for given schools or groups with common problems. No meeting is ever called at any time except for some definite purpose or purposes.

Course of Study and Co-ordination Meetings.

Regular meetings between teachers of the same grade and department of all elementary schools are held from one to three times each six weeks. At these meetings the work to be done in each subject and grade is outlined, and copies filed with the city superintendent. The work of these committees is chiefly the preparation of new courses of study and the revision and modification of old courses. Where the work of a committee is heavy the number of meetings scheduled for the semester is more than in some subject or department where the work happens to be lighter. The meetings in each department are under the general direction of the supervisor and the immediate direction of a key teacher or group leader. Practically every elementary teacher in the city is a worker on some committee.

Keep Cool

By Grace Ruberg Ballard

There was an old, old saying,
  That my Daddy told to me,
When I was a tiny tad
  And climbed upon his knee.
When, in the long day's playing,
  Pals had acted contrary,
And my little spit-fire temper
  'D kind o' get the best of me.

"Don't say much to a fellow
  When you're mad enough to choke,
For the word that sinks the deepest
  Is the one that's never spoke.
Don't huff all up and sputter,
  You'll just find it doesn't pay,
He may do a lot o' thinking
  'Bout the things you didn't say."

Deep into my childish conscience
  Sank the lesson taught me there;
Let the other fellow grumble,
  Rave around and tear his hair.
And when it is mostly over,
  And you're done with seeing "red,"
You may find you hit the hardest
  With the things you left unsaid.

—Industrial Peace.

Character Not a By-Product

By HENRY J. GERLING

Superintendent, St. Louis

SCHOOLS throughout the nation are probably more alive to the problem of character education today than they have been at any time in the past. Local and national inquiries concerning the prevalence of crime, the general belief of society that education constitutes the most effective means of combating crime, and the many improvements which have taken place in the art and science of education, have combined to focus the attention of the public upon the character development as the crowning purpose of a public school system. The specific aims in education may be numerous, but the development of character is the culminating end which includes all others. For this reason it is not customary to provide a special course in moral training; instead, all courses lead to this end. Character becomes not a by-product or an incident to other phases of education but a culminating goal to which other aims contribute.

Character education and training for good citizenship are definite aims throughout the St. Louis school system. The intangibility of the means to accomplish the desired results necessarily makes it difficult to outline in a specific way the methods that are used to accomplish them, especially since the indirect as well as the direct influence of each teacher is a factor that cannot be accurately measured. The fact that purposeful methods are used, however, is evidenced in the replies to questionnaires sent out by the Character Education Commission of the Department of Superintendence of the National Education Association charged with the preparation of the 1932 Year Book.

From the response made to these questions in St. Louis, it appears that the principals, on the whole, have provided very definite ways and means in the school organization to secure student leadership and co-operation. Self-governing bodies, consisting of representatives from each room or group, consider certain problems relating to the conduct and the regulations of the school, thus affording opportunity for citizenship training, not only for the members of the governing bodies themselves, but for all students who participate in the election of representatives. Elections are conducted in the manner followed in adult life for the election of governmental officers. Meetings are held in accordance with parliamentary procedure. In addition, there are, throughout the school, various clubs and activities which permit each child to be a vital part of some definite program. Examples of such clubs are: Citizenship, English, School Newspaper, Health, Thrift, and Safety Clubs.

In addition to the self-governing bodies and room organizations and committees, the schools foster extra-curricular activities which promote a broadening influence, and which, at the same time, have a marked character-building value. Included among such activities are the dramatic clubs, orchestra clubs, reading clubs, Boy Scouts, Girl Scouts, glee clubs, drum corps, aviation clubs, home nursing clubs, and numerous others which develop as the need arises.

Beside organizations purposefully provided to foster pupil participation in the school government, regular class work is consciously directed toward the development of desirable character traits. One principal calls attention, for example, to the fact that " a high type of socialized recitation is used to foster initiative, judgment and similar qualities." Another principal emphasizes the subject matter found in various courses, notably in social science. He says: " A proper interpretation of much of our curriculum involves ethical consideration. Social science is full of them. The characters of history, the study of great movements, geography as a means to historical understanding, and reading offer content containing material for direct instruction in ethical character." Two principals reporting, indicate that pupils are rated on character traits. These traits include such qualities as industry, co-operation, reliability, initiative, attention to detail, and attitude towards school and schoolmates.

In the elementary school self-reliance, self-control, initiative, courtesy, sense of responsibility, co-operation, and industry are outstanding traits which the classwork does most to develop. The pupil activities most commonly mentioned to bring about the development of these traits are: (1) Group work in classes, (2) individual reports on science, social studies, health, book reviews, (3) projects, plays, and programs, (4) debates on current topics, (5) extra-curricular activities, (6) socialized recitations and class discussion, reading assignments, (7) leading in the conducting of lessons, club meetings, etc.

Intermediate and high school teachers, no matter what their subject, find opportunities for character training in their class work. The study of biography, of historical characters, of social organizations, of poetry and fiction, of daily events, of handicraft, all offer ways and means of developing desirable character traits. Co-operation is

taught through the study of taxes; high ideals of living through biographical study; intelligent patriotism and self-control, through history and special day programs; thrift, through savings and other forms of conservation; industry, through a study of vocations; sociability, through a study of sociology and government; and reliability, through a sifting of facts to reach intelligent conclusions.

The home room and advisory periods are consciously used for the purpose of promoting character development. Special day programs, dramatization committees, discussion of general school programs—all are used to foster school spirit and a general understanding of responsibility and co-operation through student participation.

With the consciousness of educators throughout the nation now centred upon the problem of training character, it is to be expected that further development and widespread improvement in the direction of educating children for moral living and good citizenship will result.

A Small But Influential College

By EDWIN D. MEAD
Boston

THE colleges and universities of the country have recently been surveyed from a new and interesting angle, with significant and sometimes surprising results. Two well-known members of Lafayette College in Pennsylvania have made an examination of "Who's Who in America" to ascertain which of the 500 institutions has contributed the highest percentage of graduates to the 29,000 brief biographies included in that useful compendium and also what was the ratio of the listed graduates to the total number of living alumni of the various institutions. The first of these studies was, of course, a mere matter of counting. About seventy of the institutions furnished the inquirers data sufficient for a fairly complete and certainly very illuminating comparison. Harvard University is among those far in the lead in the total of graduates included in the 29,000, and third in the percentage of living alumni who have place in "Who's Who." Yale is second in the first list, and sixth in the second. Princeton is third in the first list, and ninth in the second. Amherst, seventh in the first list, holds the second place in the percentage list, thus ranking first in lead among our well-known colleges. But the actual first place in this whole list is held by the Hampden-Sydney College, the famous old Virginia college, now having 254 students and a faculty of sixteen members.

Hampden-Sydney College is one of the thirteen colleges which antedate the Revolution. It opened its doors on January 1, 1776. It was founded by Presbyterians and Episcopalians, and was named after the two great English champions of constitutional liberty, John Hampden and Algernon Sydney. Hampden-Sydney College is situated in Prince Edward County, near the middle ground between the James river and the southern boundary of Virginia, between Tidewater and the mountains. It is half-a-dozen miles from Farmville, itself an important educational centre, half way between Richmond and Lynchburg. Among its founders were Patrick Henry, whose six sons attended the college, James Madison, and no fewer than six members of the famous Virginia Conventions of 1774, 1775, and 1776, so influential in the early days of the Revolution. In the war of the Revolution the whole student body volunteered and formed a company known as the "Hampden-Sydney Boys," the only college in the country to send a body of organized students to the war. Patrick Henry personally thanked them for their defence of Williamsburg.

The college campus, on which stand nineteen buildings, is on a college property of 350 acres, a wooded area, picturesque and healthful. The college is non-sectarian, although under the guidance of the Presbyterian Church. Its trustees and faculty are chosen without regard to denomination. The college maintains as high a standard as any in the country. Over six thousand men have passed through the college, the majority from Virginia and the southern states, but with every state of the Union represented. It has always been a small college, the present enrollment of 258 being the largest in its history.

The list of the graduates of this little Virginia college is most remarkable and attests impressively the character of its instruction and influence. It embraces one President of the United States, William Henry Harrison; ten members of the United States Senate and twenty-five members of the House of Representatives, four foreign ministers, eleven governors of states, five members of the Supreme Court of Virginia, and sixty-eight other judges. Governor Byrd, recently governor of Virginia, is a Hampden-Sydney man; and he has recently written: "There were times when almost every important position in the State of Virginia from governor down was filled by Hampden-Sydney men."

Over 600 men have passed from the college into the ministry. In the field of education the service of the college has been unique. Her

alumni have founded, revived, or reorganized over twenty universities, colleges, and theological seminaries. 128 of her alumni have become professors in colleges and universities in the United States and foreign countries, and 168 principals of academies and high schools.

During and after the World War the college experienced a desperate crisis, the attendance dropping to eighty-nine. The new president, Dr. Eggleston, helped by the devoted alumni, has wrought a beneficent and most hopeful transformation. In the last nine years $250,000 has been spent in repairing the older buildings, several fine new buildings have been erected, all in admirable taste; the student enrollment has risen to three times 89; and with the commendation of the striking new publicity, which must indeed be a boon, the student body will undoubtedly be easily doubled.

To a recent inquiry as to how Hampden-Sydney had made its enviable record, President Eggleston wrote among other things: "Every student has the opportunity of coming into contact with his professors. . . . The faculty and students are really one big family. . . . Reasonably small classes. . . . Sticking absolutely to just and high standards of scholarship. . . . Confining the work of the college strictly within the limitations of legitimate college work. . . . Insisting that every student shall conduct himself upon the high standards of honor, both in the classroom and out of it."

A big college Hampden-Sydney does not desire to become. It does desire better equipment, more professors and better paid professors.

The Rural School a Community Centre

By FRED J. PAGE

Superintendent, Williamson County, Franklin, Tennessee

EVERY school community should be a little democracy, and the schoolhouse should be the community capitol. Here the people should meet to discuss among themselves their common interests and to devise methods of helpful co-operation. It should be also the social centre of the community, where all the people come together in a neighborly way on terms of democratic equality, learn to know each other, and extend and enrich their community sympathies.

For this purpose the schoolhouse is specially fitted: it is nonsectarian and nonpartisan; the property of no individual, group or clique; but the common property of all; the one place in every community in which all have equal rights and all are equally at home. The schoolhouse is also made sacred to every family and to the community as a whole by the fact that it is the home of their children and the training place of future citizens. The appropriation of the schoolhouse for community uses is a master stroke for a new democracy.

The first and chief aim of the community centre movement is to deepen the content and broaden the scope of the term "education" and to extend the activities of the public schools so that they may evolve into people's universities.

When it is remembered that only 10 per cent. of the adult population have had a high school education and only 50 per cent. have ever completed the elementary grades, it becomes apparent that one of our greatest needs is a university for the education of grown men and women. The public school as a community centre is the answer to this national need. While the public school is dedicated primarily to the welfare of the child, it is becoming daily more evident that the nation's welfare requires it to be used for the youths and adults as well.

The primary function of the public school is to make not merely good men and women, but good citizens for the republic. The question should be constantly asked, what kind of school subjects are best calculated to make good citizens? It will help to keep the curriculum vitalized by connecting it with practical and national processes.

In as much as the right to vote on public policies is now in the hands of every one, it is of paramount importance that each should be given the opportunity to make himself fit to perform this function intelligently.

The community forum is the meeting of citizens in their schoolhouse for the courteous and orderly discussion of all questions which concern their common welfare. A community may begin with questions in which local interest is manifest, such as good roads or public health or the method of raising and spending public funds or methods of production and transportation of food products. A discussion of these subjects will reveal at once the fact that they transcend local limits. A road is built to go somewhere, and it will relate one community to another. Local health conditions cannot be maintained without considering other localities, for the causes of local disease frequently lie elsewhere.

A local community pays part of the revenue raised by the county. The expenditure of these funds, therefore, is the affair of the local community. The same is true of the administration of state funds. The question of production and transportation is no longer regarded as a local problem, but a national problem. No community should live *for* itself because none exists *by* itself. Every community is at the centre of several concentric circles. The subjects of most value for discussion in a local forum are those which connect it with county, state and national interests. And herein lies the educational value of the forum. One of the folk high schools of Denmark maintains a regular study called "A Window in the West," the purpose of which is to acquire new ideas from England and America, that Denmark may use them.

The basic assumption of the community-centre movement is that democracy is the organization of society on the basis of friendship. Man is a social and a political animal. His instinctive need for fellowship leads him to create a sort of social centre of anything available for the purpose. The rural post office and country store are passing as social centres. The public school, therefore, stands as a neighborhood club, and can render an invaluable community service. It seeks to create the neighborly spirit essential to concerted action and neighborhood solidarity.

The kind of public school that a community has is an accurate index of its community consciousness and its estimate of democratic ideals. The object of the home and school department of the community centre is to magnify the work and function of the school.

Its specific work is to promote the progress of the school and to improve the school equipment. To this end it seeks to secure closer co-operation between the home and the school, the parent, and the teacher.

Inasmuch as the key to a better school is a better teacher, the home and school department of the community centre should make it its special aim to develop the type of teacher desired, to pay an adequate salary and to furnish a school manse or teacherage.

A school plant should be adequate; sufficiently large and well heated, lighted and ventilated.

The school plant to function fully must perform ultra curricula services.

The idea that it is a function of the community to assume some of the responsibility of providing facilities for organizing and directing the leisure or spare-time activities of its citizens, both young and old, has had within recent years a very rapid growth.

The schoolhouse has become, to a great extent, the centre of these activities. In 1911 the National Education Association passed a resolution indorsing the social centre and play movement, and declared that the administration should be in the hands of the school authorities. This is now possible, for since that time statutes have been enacted in many of the states making the provision and supervision of civic, recreational, and social activities in the school optional with the local boards of education.

School control of recreational activities means community economy. School boards have many buildings and playgrounds under their control. These schoolhouses are usually the neighborhood centres from a geographical standpoint. By a comparatively small expenditure of money the schools can be made adaptable for uses other than purely educational or scholastic, and thus become the focal points of the neighborhood from a civic and community standpoint. New schools can and should be planned for a wider use, thus saving future expenditures for alterations. If the buildings and grounds are too small, it is cheaper to enlarge them than to purchase new sites. The school unit should furnish a building for the whole community where general gatherings may be held, organizations meet, societies co-operate for the public benefit, recreational activities be held, public games and local dramatics be viewed, where the people may congregate socially, and where movements of a civic nature may originate. Our greatest need is that American citizens have the sense of membership in America, and that can only be done by getting together as citizens and Americans, rather than as members of any lesser group than the community at large. If people are to get together there must be a place of meeting where they may gather as neighbors, members of the community. Only by mingling with each other on a common level can people come to know each other, and out of such knowledge agree on a common purpose. The unit of neighborhood in America is the public-school community. The entire nation is divided into these natural communities, and in the centre of each is a public building owned by all the people, regardless of all lines of class and creed. To them everybody comes by right and from them nobody can be excluded.

The schoolhouse is the one true answer to the demand for a meeting place where by association on a common level the sense of equality may be realized and where in the power and happiness of touching elbows Americans may banish the many divisive lines of danger.

The schoolhouse is a community building because of the community of its ownership. Every resident of the community, either directly or indirectly, pays taxes for its erection and its maintenance. Such common ownership is essential for any real community purpose. Each citizen has

an equal share simply by virtue of his residence in the community. The school building is, therefore, the one possible agency for unified organization of the people of the United States. It stands ready waiting to be used for this supreme service in every neighborhood throughout the nation.

When the Pilgrims hit upon the plan of taxing all the property of the community for the support of free schools, it was the first time in the history of the world that this principle was suggested. They built more wisely than they knew, for they made these buildings the property of the people, and it is perfectly legitimate that the people use their own buildings for their own meetings for social, recreational and other purposes when the school children are not occupying them. The school property should be subject to use day and night the year round.

The communities of America, organized and efficient, spell democracy. It was a vision of such possibilities which caused Charles E. Hughes when governor of New York to say at a community centre meeting in Rochester: "I am more interested in what you are doing and what it stands for than anything else in the world. You are buttressing the foundations of democracy."

Once the schoolhouse is opened and the people meet to use it for anything that occurs to them, experience shows that very many things occur to them to do. The marvels of motion pictures may be used as a social magnet and dynamo of common entertainment and instruction. The community chorus, band and orchestra may bring their never-failing delight to the people. Dramatic ability has the opportunity of expression in these community meeting places. There are holiday celebrations possible, where the spirit of Christmas and New Year may be spread broadcast, and the message of the Fourth of July, Thanksgiving, and noted birthdays may give refreshment and inspiration for every member of the community. Community ball teams and other athletic organizations will stir the enthusiasm of American neighborhoods. Pageants, folk songs, and political dramas will show in a very delightful manner the rise and progress of our republic.

Libraries of technical and reference books and periodicals in the community centre will make every pupil and citizen richer.

In the community centre the agricultural and industrial experts will find the people gathered to hear their messages of experimentation and instruction.

Here the Public Health Service will find a community service ready and eager for co-operation.

In fact, many community gatherings suggest themselves.

The major boon to every community is the attainment of democracy; opportunity made universal through an intelligent citizenship. A people getting together for happiness and for common counsel and mutual agreement will solve their problems of every kind. The tremendous responsibility of being citizens in a democracy upon which the future of the world's civilization depends, becomes the joy of fellowship in the great cause of the world, the common good, when individuals may join hands with their neighbors for united efforts.

Co-operation in business has been practiced for years, but the greatest business in the world today is the business of being a true American citizen, and it can be best accomplished in co-operation with fellow Americans in communities which are little democracies with the public schoolhouses as their capitols.

Memorials to School Teachers

By DENIS A. McCARTHY

Arlington, Mass.

MONUMENTS to school teachers are few enough, I imagine, in America. Soldiers, statesmen, and sometimes poets and artists are remembered in this way.

I was interested, therefore, to read in an Irish paper that there had recently been erected in the town of Ballymote, County Sligo, Ireland, a life-size statue of Michael Doyle, for many years teacher of the national school in that town, and a prominent figure among the Irish school teachers. For forty years he was a leader in the primary teachers' fight for better conditions; he filled the offices of treasurer, secretary, and president of the All-Ireland Teachers' Organization, and his name was well and favorably known to educators in all parts of the country. Outside his own profession he was immensely popular, and it was his towns-people generally who insisted that the memorial to him should take the form of a statue in the public street.

Perhas some reader of the Journal may know of similar memorials to school teachers erected in American towns or cities. I should like to learn about them.

Cora Wells, principal of the Lucy L. Flower Technical High School for Girls, Chicago, has this for the school motto:—

All who joy would win
Must share it.
Happiness was born a twin.

BOOK NEWS

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Why the P. T. A.?

By ARTHUR DEAN

SOMETIMES when I speak before a Parent-Teacher Association I wonder for what the organization stands. Is it to advance the political interests of some woman who hopes to step from its chairmanship to a position in public life? Is it to exploit the musical attainments of little Annie Brown, who, at the tender age of seven, plays the violin? Is it a tool in the hands of a principal whereby he can get an electric percolator for the teachers' lunchroom and a picture for his office, or even an increase in salary?

Sometimes P. T. A. members ask pertinent questions, too. For example:—

"Please explain what good do school children or their parents get from the P. T. A. I have attended their meetings for over two years, and still I don't seem to understand what benefits the children receive. The only ones who benefit are the schools—the principal, mostly, and the teachers, the children hardly, the parents not at all.

"The parents do all the work—selling tickets, getting up parties, giving shows, dances, etc., to make more money to buy another picture to improve the principal's office or the teachers' lunchroom, to purchase some equipment for which the manual training or domestic science teacher expressed a desire. The mothers come to make coffee, serve it, wash dishes, and clean up. Most teachers never do more than visit at a P. T. A. meeting in time for their cup of coffee and piece of cake. The principal and the president make it very clear that the teachers must not be bothered, and have no time during school hours to give individual help, and no time afterward.

"A grievance must never be aired at a meeting, but taken up with the teacher. The teacher is right ninety-nine times out of a hundred, and the child wrong—even if we know different. What can we do? The principal backs the teachers."

"A Member of the P. T. A."

Well, folks, is or isn't this complaint justified? And will it occur just so long as parent members of the P. T. A. continue to attempt to provide equipment which should come out of public funds instead of insisting that the meetings be given over to the meaning of education and how to make this meaning effective?

The problems of education are very serious. The expense of carrying on education is enormous in that it takes more than one-third of the public moneys to support it, and oftentimes more than half of the parents' money in addition. Education isn't free—it may look so because children go to school without apparently costing a cent. But you will find a part of the cost in your tax bill, a part in the bills you pay at stores, in your rent, and in the time, energy, and love which parents put into the job at home.

Parents who have children of primary age in school need to know the practical aspects of modern child psychology, and it is the business of someone in the school system to tell them.

Parents who have children in early adolescence need help on the mental attitudes and complexes of pupils of junior high school age. No teacher or superintendent or preacher should waste time by a long speech on "The Evil Doings of Modern Youth," unless he explain the reasons for these "evil doings," and tell how they may be overcome.

Parents who have boys and girls in high school might learn under the guidance of psychiatrists, psychologists, and commonsense teachers about the stumblings of youth, its ecstacies, resentments, loves, aggressiveness, sincerity, shyness, loyalties and hates—why are these things as they are and what can we do about them?

The P. T. A. stands for Parent Teacher Association. It is a serious-minded organization intended to tackle serious problems. Whenever I read the splendid magazine issued by the national organization, and see its suggestions for child study, examine its hints on how to conduct a meeting and note the general high purposes of this altruistic group of parents and teachers, I see the immense importance of such an organization in every school system.

There is no objection to having a good time at a P. T. A. meeting—drink your coffee, eat your cake, smile and laugh. P. T. A. not only stands for Parent Teacher Association, but in addition it may stand for Pleasant Times Always. No one should leave a meeting without being able to say to herself: "'P. T. A.' which is another way of saying: 'Profitable Time Anyhow.'"

They Say

LADY CYNTHIA MOSLEY:—

"Even the instruments that stamp our letters 'Buy British Goods' were made abroad."

J. E. HALL:—

"Why is it so few people can close a door quietly? The door slammer is a real disturber of the peace."

FREDERICK C. KELLY:—

"Nearly everybody is inaccurate in judging his own degree of sociability and his own sense of humor."

JOHN H. FINLEY:—

"The newspaper man must know the truth as fully as it can be known, be ready and fearless to tell it, and then know how to tell it."

EDITH M. HOLWAY, Boston:—

"Only as children engage in activities that touch their interests are they stimulated to purposeful reading. . . . Children who have something vital to talk about and think about soon find a necessity for varied reading activities. . . . The intelligent interpretation of what they read depends upon a meaningful reading vocabulary."

WALTER R. SIDERS, field representative, World Federation of Education Associations, Washington, D.C.:—

"The good teacher holds himself more responsible for training in character than for any other obligation laid upon him."

F. J. VOGLTANCE, Schuyler, Nebraska:—

"Many men and women not in the teaching profession are far better students of human nature or of children than are some of those in the profession with as many degrees as a thermometer."

DEAN INGE:—

"Democracy is the name of an experiment in government."

MRS. THOMAS A. EDISON:—

"Running a home is as much a business as running an office."

HERBERT HOOVER:—

"The highest purpose of industry is to provide satisfaction of life to human beings."

OWEN D. YOUNG:—

"I wish to express a confident word of hope that we shall yet master this dreaded disease of unemployment with all its social and economic ills."

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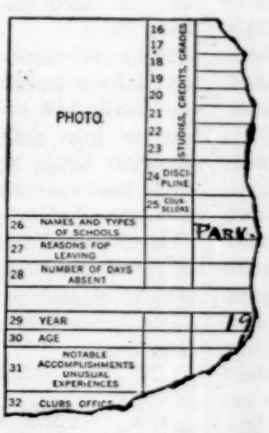

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Thinking Did It

Annita liked Jessica Welson, but she was jealous of her. She had no reason to be jealous, either, because her family had more money and influence in the little town where they both lived. Perhaps it was the popularity of Jessica that made Annita jealous. Somehow you couldn't help loving Jessica the moment you became acquainted with her. You liked the way her blue eyes sparkled when she spoke to you, and you liked the warm, firm clasp of her hand, and something about the honest, sincere ring in her voice warmed your heart towards her. You felt right away that you had met a really reliable young lady, who would do only the lady-like thing under every condition. It was no surprise, therefore, to anyone when Jessica was elected president of her class in school. Everyone but Annita said no better choice could have been made, but Annita went home and up to her bedroom, and threw herself on the bed and cried. The next day a huge picnic was to be held in Fairmont Park. Jessica called Annita early on the phone. "And I want you to be right with me all morning," she said. "You can help me so much in making this picnic the biggest and best ever." "But I can't come," said Annita. "I'm not well." "Not well," cried Jessica. "Why, Annita, I'll be right down. We really couldn't have the picnic without you."

"No, No!" answered Anita, "don't come down, please!" "But I shall," cried Jessica, as she hung up the phone. "What shall I do now?" wailed Annita. "If she sees me this way she'll know I'm not sick! She'll know I'm—I'm just jealous. I shall have to go to bed, and I don't want to go to bed this nice, bright day."

Jessica stayed a whole hour with Anita, feeling her brow every once in a while with her soothing hand. "And now," she said, as she prepared to leave, "if you're not well enough to go to the picnic tomorrow we're going to have part of the picnic right here. I've arranged to have three girls stay with you in turns all afternoon." When Jessica had gone Annita turned over on her pillow and cried a little, then she straightened up. "What a fool I am," she said, "letting jealousy ruin my fun like this! I won't do it. I won't be jealous any more. Instead I'll watch Jessica and study her and grow to be like her, and then, maybe, I'll be as popular as she is."

Is the jealous person ever a popular person? Wasn't Anita, after all, a girl of splendid common sense? Did you notice how her thinking overcame her jealousy? I suspect she became as popular as Jessica.

I Didn't Mean It

Old Eben banged his hammer down on the glowing piece of iron. A million stars shot out from under the head, drenching Mary Ellen and Emma with what seemed to be streams of white fire. Of course Old Eben knew what he was doing. The sparks from a blacksmith's hammer do not harm anyone. "Yep," said Old Eben. "Meaning well is all right, but doing well is a sight better, and I've found that people who mean well, but do ill, do not mean well after all. I once had an old horse named Coalie. He was just as gentle as could be. Never knew him to kick or bite, but he was forever nibbling at my arms and shoulders, and trying to catch my fingers in his mouth when I fed him an apple. Sometimes I was tempted to let him nip my fingers, just to see if he really would bite. Guess I had better sense, though, than to do a thing like that. One day, to settle the matter, I put wooden clothespins in the fingers of an old glove, and after Coalie had eaten his apple I let him nip at the glove." "And did he really bite?" "Did he bite!" laughed Eben. "Why, the old rascal just splintered those clothespins into toothpicks." "And what if those clothespins had been your fingers?" gasped Mary Ellen.

"Why if!" answered Eben. "So you can't always depend on good intentions. Old Coalie had no desire to hurt me, but he just didn't know his own strength. What he thought was play would have caused loss of three fingers to me."

Have you heard people say: "I didn't mean to do it!" When "I didn't mean it" deeds are done through carelessness, are they easily forgiven by those hurt?

Old Crow

(From the East African)

Old Crow was always on the watch for someone who wanted to harm him. That was because he was a thief. If you looked at Old Crow anytime of the day you would see him take a peck, then lift his head and look all around, and then take a peck again. That was because his food was stolen, and he thought the owner was behind every tree or bush waiting to shoot a dart at him. That's the way it is with thieves—always looking over their shoulder—always waiting for someone to catch up with them.

One day Old Crow sat on a big pepper tree that overlooked the huts of the negroes. He was hungry, and he was sad. Everybody watched him so closely he could not steal a bite.

Down on the hard, smooth floor of the compound he saw a flock of doves. Not one of the doves was the least bit afraid—that was because no dove ever stole anything.

Old Crow sighed. "I wish I were a dove," he said. "I wish I had never stolen a single thing, then people would trust me and let *me* pick up the crumbs and scraps on the floor of the compound."

Sighing and wishing, however, did no good. Neither one ever satisfied an empty stomach, so Old Crow ruffled his feathers and sunk his head in his shoulders, and tried to sleep. The trouble is a thief cannot even sleep. He is always taking just one last peep around to be sure no enemy is upon him, so Old Crow roused himself every now and then to dart out his long head and look around.

One time, when he did this, he saw a man come out from behind the fence with a pail of whitewash. "Ah, ha!" croaked Old Crow. "What is he going to do? Well, well, whitewash the fence, eh?"

Suddenly Old Crow straightened up. An idea had come to him. What if *he* did a little whitewashing—touched up some of his feathers to make him look like a dove. What a comfort that would be—no longer a crow. No longer a thief—no longer suspected and driven away—no longer hungry—just day after day of peace and plenty.

When the man had finished his job Old Crow flew down to the half-empty pail, and began altering his color. Old Crow was crafty and wise, and he knew just what to do to look like someone else. That's the way with thieves—if they are to keep from getting caught they must either hide out of sight or make themselves look like honest people.

In just forty breaths Old Crow stepped out into the sunlight looking exactly like a huge dove.

"What a huge dove," cried little Bamba, to his mother. "See what coarse feet he has."

"Some doves are like that," said Bamba's mother. "Let him alone, for doves are honest people."

For two days Old Crow feasted on the floor of the compound. Not even the doves suspected him, but on the third day the chief man brought in a rabbit, and hung him by the hind legs to the rafter of his hut. That rabbit made Old Crow's beak water. No crow can resist rabbit. That's the way with thieves. There is always something they cannot resist. After arguing with himself for an hour Old Crow tip-toed over to the rabbit, and snipped off an ear. That was good. He snipped off another ear, and that was so good he snipped off the head, and that was so good he ate up the whole rabbit, leaving nothing but the hind leg. While he ate he grew so greedy that he did not glance around once. That was when he made a mistake. King Dove was watching him. King Dove said to himself: "Ah ha! Just as I thought. This fellow is not a dove at all, but a thieving old crow," whereupon King Dove called in all the other doves, and descended on Old Crow with a hundred beaks and claws. Old Crow tried to fight back, to get up into the air, but he was too full of rabbit. He could just barely lift his wings, he was so full of rabbit. He could not peck hard enough to hurt a dove—because he was so full of rabbit.

That evening the chief man found Old Crow tied by a leg where he had tied the rabbit. King Dove had done that to show that a crow was the real thief, and not a dove, so chief man put on his pot and boiled the water, and ate Old Crow, and had plenty, because inside of Old Crow was a big, fat rabbit.

Delight Maker—I

(A Legend of the Navajo Indian.)

Ee-ee-toy was not glad. How could he be when he looked down on the earth and saw all the races of men plunged in the deepest gloom. He had done the thing that he thought good for them. He had given them strength and courage and the power to suffer. He had covered the plains with buffalo, and had set the feet of the deer running in the woods. He had sent the seed of the corn to them, and in sending it he thought that the merry rustle of its long, shiny leaves would lift the gloom that had settled like a fog over every human heart. All had been in vain. The races of men seemed about to die away, because the hearts of men found no joy in life.

"Perhaps," said Ee-ee-toy, "they need the companionship of lovely, gentle things. I shall fill their lives with beauty. Out of it may flow the joy they need so much."

As he spoke the Great Spirit stretched forth his right hand like a dark cloud. Rain fell from between the long fingers, and each drop, as it touched the earth, took root, and swelled and grew through stalk and leaf to finally burst like a meteor into a glorious flower. It was as though Heaven itself had dropped down to enrich the earth.

From all sides the races of men rushed forth to view the flowers. Cries of amazement and wonder rang across all the desert lands, but not one single shout of joy or ripple of laughter rose skyward to the seat of the Great Spirit.

Ee-ee-toy sat for a long time in thought. "Perhaps," he cried at last, "mankind is unhappy because of the sameness of its life. Day in and day out the hours bring the same struggle and perhaps it is this struggle which has so tired these beloved friends of mine."

(To Be Continued.)

Delight Maker—II

As the Great Spirit spoke he checked the gentle rain of flowers, and instantly over against the east a mighty rainbow spanned the earth like a radiant bridge.

Again cries of wonderment arose on all sides. Men fell on their faces and were afraid. The vast beauty of the rainbow bridge was lost in the greatness of their fear.

Ee-ee-toy sadly permitted the rainbow to fade from the sky. Again he sat in deep thought. At last he smiled. "All day long," he said, "these frail friends of mine hear only the cries of the chase, the squeal of the wounded animal, or the groan of the wounded man. No wonder they are sad. Now shall I send joy to them on swift wings."

Instantly Ee-ee-toy stretched forth his hand and opened it, and like a dense swarm of gnats the tribes of the birds flew forth, each kind growing in size and beauty as it neared the earth. Then from the grassy places burst forth the song of the meadow lark. The quail piped from the willow trees. The gold finch trilled its sweet notes from the tops of the goldenrod, and the mourning dove sent its soft low cry across the evening world.

Ee-ee-toy smiled. The songs of the birds made pleasant music in his ears, but on earth men merely lifted their heads and sighed until one, bolder than the rest, fitted a swift arrow to his bow, and so found that the frail body of the quail and the breast of the meadow lark were good to eat.

At his great cry of discovery the races of men began to hunt down the birds, driving the sweetness of their songs farther and farther from their sorrowful homes.

Ee-ee-toy groaned. What could be done to cheer up such a race of beings? After many hours of thought the Great Spirit smiled.

"At last I understand," he said. "No joy can I send to men. They must create it for themselves, each one fashioning the fabric of his laughter within his own soul."

So went forth the word of Ee-ee-toy to one man wiser than the rest, and this man came and stood on the mountain top and listened to what was said to him.

"Take white clay," said Ee-ee-toy, "and paint your face with it. With white clay make your face horrible to see. With white clay paint ribs upon your breast, and with white clay paint your legs and arms, and then, when all are assembled around the evening fire, dance forth from the shadows and show yourself. You shall caper like a buffalo, and walk like a stiff-legged goat, and bow this way and that like a turkey, and make queer noises in your throat—so may you, in your ugliness, bring joy to the hearts of men."

When evening came he who had been chosen did as he was bid. At first, awe settled upon the assembled tribes, then, when each man knew that this strange, painted being was but a man like himself, he opened wide his mouth and laughed, and the laughter reached the ears of Ee-ee-toy, and he was glad.

Thus came into being the race of the "Delight Makers." Everywhere in the world you find them capering and showing grotesque faces that man may laugh at all that is ugly and horrible and unseemly within himself.

Know Thyself

Many a good man failed to make his mark in the world and has gone through life unheralded, because he over-estimated himself and his ability.

But, many a man has also failed to attain to the big things of life because he under-estimated himself.

Who of us wants to be classed with either of these?

The only way out of this seeming dilemma is to make a study of yourself; to list those abilities that you know you possess, and can be used to the advantage of both yourself and the world. And then set out to make the most of them!

No man ever got anywhere by dreaming of what he would like to be, or by wishing that he had this qualification or that. But there have been numerous men who have gone steadily up the ladder of fame simply by using this one little recipe: "I will do my very best with what I have."

—Exchange.

The BOOK TABLE

STORIES OF ANIMALS, AND OTHER STORIES. By Margaret L. White and Alice Hanthorn, general supervisor, elementary schools. Illustrated by Sue Runyon, Ruth Bennett and others. Do and Learn Readers. Cloth. Brilliantly illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Here are eighty stories; most of them are beautifully illustrated. They are new stories in which children will be intensely interested. The type, the paragraphing, the length of lines, and in every other way the book is adapted to the advantage of the children.

PLAY-MAKING AND PLAYS. The Dramatic Impulse and Its Educative Use in the Elementary and Secondary Schools. By John Merrill, Francis W. Parker School, Chicago, and Martha Fleming, University of Chicago. Profusely illustrated. New York: The Macmillan Company.

Expression is the most fundamental of all human powers, and dramatic expression is the earliest to appear, and it does not confine itself to words. Actions are often more important than the sounds which are always the soul of the words and vibrate with feeling, not because it is a noun or a verb, but because it is something that is alive and part of the whole life of the person who speaks and of the person who hears.

A word said at one moment is not the same as that word said at another moment, because the life has changed, the dramatic situation is different, and the expression as a whole is a new creation. Language is first of all a living art, and not a logical mechanism.

"Play-Making and Plays" is helpful in every way, promoting the development of the dramatic instinct of children and youths, and fashioning it artistically.

The fact that dramatizing is as natural to children as playfulness is to kittens makes it of the utmost importance that natural activities are not allowed to go wrong as in kittens when the anti-dog instinct develops.

The Francis W. Parker School and Chicago University combine genius and masterfulness in providing inspiration and technical skill in a wide range of opportunities for dramatic enjoyment and training.

WORKBOOK IN CIVICS. By R. O. Hughes, Pittsburgh Public Schools. 400 pages (9 by 11 inches). Boston, New York, Chicago, Atlanta, San Francisco, Dallas: Allyn and Bacon.

This is a creation in textbook making with a distinct purpose to necessitate pupil responsibility for the development of personality through independent achievement. This "Workbook in Civics" makes clear what the student is to do and how he is to do it.

The student must select his own reading within a prescribed range, and must set his own pace as to how much he is to read in a given time, and how much time he may choose to devote to this Workbook.

This provision as to time and results must be observed by the teacher.

STORIES OF THE YOUTH OF ARTISTS. By Mary Newlin Roberts. Illustrated by Constance Whittemore. New York: Thomas Y. Crowell Company.

When youths are reading literary jazz it is often due to the fact that they had been fed on the juiceless husks that traditionalists had wrapped around real literature.

These "Stories of the Youth of Artists" are more fascinating for boys, girls and youths with red blood than any mischievous or vicious sensationalism that is pestering and festering children, youth and adults today.

Mary Newlin Roberts is an artist in a masterpiece in home and school literature for ennobling American thought and creating character that will help to rescue civilization, which is jeopardized by the stubs of tonsils of bet'er days that are poisoning the spirit of many youths in home and school.

Every successful effort to have "Stories of the Youth of Artists" as Mary Newlin Roberts has told them read by the children, youths and adults of today is throwing a life line to civilization, as well as to individual Americans.

THE SCHOOL IN AMERICAN LITERATURE. By Richard Allen Foster. Cloth. 199 pages. Baltimore: Warwick and York, Inc.

This is the only serious attempt that has been made to make available for teachers and students of today the literature of ancient and modern times on schools and school life.

It represents genuine devotion to the interpretation of the educational activities, the attitude of the public, and the professional spirit of Americans for three hundred years, coming down to some of the writings of today.

Any criticism of fancied omissions or incidental emphasis would be ungracious in the only masterful attempt to harvest the literature that reveal the schools, schoolmasters and schoolma'ams, especially since 1870.

No other one book on education is as indispensable for public, professional, and private library as "The School in American Literature." It should be by far the most universally purchased book on education of the decade.

CHILDREN OF OUR WILDS. True Stories of Real Animals. By Lou Villinger. Cloth. Chicago: Beckley-Cardy Company.

These true stories meet all of the conditions of modern education. There are nine animals whose real life and personal characteristics are emphasized: The Mule-Tail Deer. Black Bear of the Sequoias, the Polar Bear, the Gray Squirrel, the Beaver, the Porcupine, the Cotton-tail Rabbit, the Silver Fox, and the Southern Coon Child.

Books Received

"A Second Course in Algebra." By Harry C. Barker.—"Strange Peoples." By Frederick Starr.—"The King of the Golden River." By John Ruskin.—"Primary Arithmetic Pad," Number Three. By M. S. Robertson and L. S. Rugg. Boston, Massachusetts: D. C. Heath and Company.

"Educational Achievement in Relation to Intelligence." By C. W. St. John.—"Secondary Education in Germany, France, England and Denmark." By Stephen P. Cabot.—"Curriculum Problems in Industrial Education." By Fred C. Smith. Cambridge, Massachusetts: Harvard University Press.

"The School in American Literature." By Richard A. Foster.—"The Psychology of Common Branches." By William H. Pyle.—"Academic Prognosis in the University." By Harold A. Edgerton.—"The Growth of Ability." By Raymond O. Filter and Omar C. Held. Baltimore, Maryland: Warwick and York, Inc.

"Workbook to Accompany Introduction to Science." By Otis W. Caldwell and Francis Curtis.—"Public School Organization and Administration Syllabus." By Fred Engelhardt. Boston, Mass.: Ginn and Company.

"Psychological Service for School Problems." By Gertrude H. Hildreth, Ph. D. — "Workbook in Plane Geometry." By MacIntyre. — "Examinations on Seventy-five Years Ago and Today." By Louis J. Fish. Yonkers-on-Hudson, New York: World Book Company.

"My Occupation." By Howard C. Hill and Damon H. Sellers. — "The New Path to Reading: My Second Primer." By Anna D. Cordts. Boston, Massachusetts: Ginn and Company.

"Civics and Industry." By DeWitt S. Morgan and Oka S. Flick.—"Industrial Hygiene for Schools." By Jesse F. Williams and Delbert Oberteuffer.—"Planning Your Future." By Myers, Little and Robinson.—"Guiding Rural Boys and Girls." By O. L. Hatcher. New York City: McGraw-Hill Book Company, Inc.

"Laboratory Studies, Demonstrations, and Problems in Biology." By Kingsley and Menge. — "Learning to Spell." By Julia Norton McCorkle. Boston, Mass.: D. C. Heath and Company.

EDUCATION IN ACTION

Public Schools Spent Over Two Billion

Department of Interior Says Question of Teacher Supply and Demand Becomes Matter of Concern to Authorities

In public schools more than 25,000,000 pupils were instructed in 1930 at a cost of over $2,000,000,000, according to a statement summarizing education for the year 1930, signed by the Department of the Interior.

Schools are feeling the declining birth rate, and the problem of teacher-supply and demand has become a matter of concern to school authorities, it is stated.

"Research is the dominant factor of education in this country today," it is disclosed in the statement, in which William John Cooper, the Commissioner of Education, is quoted as saying: "American educators are studying in a scientific and professional spirit the problems of our time. They are shaking off the fetters of tradition."

Teachers employed in the year numbered almost 850,000, according to the statement, and greater care is being used in the selection of candidates entering training institutions, and higher standards of certification are being set to solve the problem of surplus teachers.

Industrial education is becoming more important, according to the statement, which says in part:—

"According to an estimate based on the latest available statistics collected by the Federal Office of Education, the enrollment in elementary schools for the year 1930 was approximately 21,370,000. The number of pupils enrolled in public high schools was 4,030,000. The total number of teachers was 848,500; the number of schoolhouses, 254,200. School expenditures totaled $2,289,000,000. The number of pupils enrolled in private and parochial elementary and secondary schools was 2,740,000.

"An apparent over-supply of teachers of liberal arts subjects and of elementary school work in some localities has led to more exacting requirements for entrance to teacher-preparing institutions, and in requirements for certification. More than one-third of the teacher-preparing institutions reported the application of such special selective measures to entering students as the requirement of superior high-school scholarship, satisfactory intelligence scores, and high scores on achievement or other special tests. A growing number of progressive cities and states now require a minimum of three years above high school for certification of teachers.

"More than 421,000 teachers, or about forty-five per cent. of the Nation's combined administrative, instructional, and supervisory staffs of public, elementary and secondary schools, took special courses last summer, according to a survey made by the National Education Association.

"A qualitative improvement in the nature of the offerings of teacher-preparing institutions is evident. The enrollments in teacher-preparing institutions are not increasing in a growing number of states. Somewhat better service, therefore, is possible for trainees in respect to more highly-trained instructors, better building and housing facilities, a greater variety of offerings, and better instructional equipment for libraries and laboratories.

"During the year noticeable efforts were made to improve the means of raising school revenue. Investigations on the subject were instituted by eight authoritative committees of state legislatures."

Industrialization Of Education Seen

A reform in the organization of American universities to avoid some evils of industrialized education is urged in a report of Professor Yandell Henderson, retiring chairman of the Yale chapter, American Association of University Presidents. The report points to "the risk of antagonism between the two parties into which American universities tend to separate —the professorate and the administration." "There ought not to be two parties. There should be only one party, namely: a fellowship of professors of which the administration would be the executive committee," Professor Henderson says. "Nowhere but in the United States is university education organized like a corporation for manufacture or transportation," he added. "The professorate is being relegated to the status of employes." Industrialization of universities is adverse to the advancement of learning, he believes. "Sweating injures no other enterprise or calling so much; yet teachers are notoriously weak in resisting it," he concluded.

M. A. C. Graduates Favor Change of Name

Two-thirds of the graduates of Massachusetts Agricultural College favor changing the name of the college, Charles H. Gould, president of the Alumni Association, announced recently. Most of those recommending a new name chose "Massachusetts State College." Gould sent out queries to all graduates, and the response from members of the last eighteen graduating classes favored the change, while older graduates wanted the present name kept. Several proponents of the change said the present name was misleading, because the curriculum at the college embraces many subjects other than those dealing with agriculture.

Special Work For Backward Pupils

Modified programs for backward children should begin in the second grades, declares Miss Clara Bassett, psychiatric consultant for the National Education Association. "A large percentage of delinquent and truant children," she adds, "with whom the school has to deal definitely, come from this group of intellectually dull, borderline and defective children who are unable to succeed in the regular classes. Little effort has been made to arrange a greatly modified curriculum for these children to include trades and manual arts and other subjects more suited to their needs."

Compulsory Drill In Schools Hit

The elimination of compulsory military drill in public schools and colleges in Massachusetts is sought in a bill filed with the Legislature of that state by Armand C. Bang, of Newton, Mass. Under the existing statutes only those conscientiously opposed to bearing arms and the physically unfit are excused from participation in schools where drills now are conducted. Bang's measure would make participation optional.

Radio Indorsed As Education Aid

Radio has now been formally indorsed as a candidate for membership in school teaching staffs. After tests over a period of two years Miss Margaret Harrison, special investigator in radio education at Teachers College, Columbia University, has prepared a

report certifying it as an effective assistant. Her tests were designed chiefly to establish whether, if well-thought-out programs were available and a convenient means provided for teachers to tie them up with class work, pupils would show measurable gains in knowledge and in their interest in subjects. Rural schools in various parts of the East co-operated in the tests, teachers and superintendents as well as children lending their aid. The character of the radio as a teacher is so high, in fact, in Miss Harrison's estimation, that she thinks the time has come to have a "radio institute," which could take up the work of research and experimentation, so as to find the best means of using the newcomer and help the whole country in putting it to work.

Would Release Married Teachers

Married school teachers in Chicago whose husbands are gainfully employed were to be asked to resign to make room for unemployed and unmarried teachers, according to plans that were to be proposed at the Chicago Board of Education by L. E. Myers, president. "I feel that this move is a vital one," Mr. Myers said. Mr. Myers is chairman of the housing committee of the Governor's Commission on Unemployment in Illinois.

Vocational Funds Meant for Workers

The majority of the states have overlooked the fact that federal funds for vocational education should be used for educational programs designed to meet the requirements of young people and adults who have left full-time schools, declares Edward T. Franks, vice-chairman of the Federal Board for Vocational Education. "Any tendency to confine vocational educational services to high school students only," he added, "may be regarded as inconsistent with the implied intention of the Smith-Hughes act, which provides for co-operation between the federal government and the states in promoting vocational education." Federal vocational education funds should be used to encourage programs primarily intended to serve young people and adults who have left full-time public schools, he stated.

Omaha School Janitors in Uniform

Engineers and janitors in Omaha schools were all dressed up when schools re-opened after the Christmas recess. The new "livery" consists of a gray shirt, gray moleskin trousers, black bow tie and black leather belt. It was designed by the Omaha school board.

League Seeks "Lincoln Fund"

The National Lincoln League has issued an appeal for its proposed $1,000,000 founders' fund. The objects of the league are stated to be the preservation of the ideals of Abraham Lincoln, and the application of his principles to national problems. The first unit of its program is to interest young people in responsible citizenship and government by conducting essay contests in the high schools, and the second is to create a fund for financed scholarships to aid those qualified to take up the study of economics. The creation of fellowships to carry on active research work in citizenship, government, taxation, and the like, in colleges and universities and of professorships in schools of citizenship and government constitute the third and fourth units. Speaker Longworth is honorary president and representative.

Reports One-third Misfits in College

"Colleges tend to offer the type and degree of higher education that the public is willing to support and pay for, and every self-respecting college that I know is trying to maintain and raise its standards against heavy opposition from outside," declared Dean Christian Gauss, of Princeton University, in a recent interview. Many students in colleges do not belong in them, Dean Gauss said, in discussing the problem of higher education. "All men are not equal before a college entrance examination," he added. "Some are not gifted in this line, but might do excellently in trade schools or in the arts. Probably one-third of the 1,000,000 young men and women now in the colleges are miscast for their parts. They clutter up the places and are a drag upon the works. The first step in the process of keying up college education is to find a way of eliminating this deadwood."

Fewer Withdrawals In Jersey High Schools

The number of students who withdraw from high schools in New Jersey has been decreasing, and the number of students in secondary educational institutions throughout the state has been increasing, according to an annual report made public by Charles H. Elliott, state commissioner of education. Mr. Elliott reported that in 1920 and 1921 sixty per cent. of the pupils who entered high schools remained to the second year, forty-four per cent. to the third year and 37.6 per cent. to the fourth year. During the year just ended 72.7 per cent. remained until the second year, fifty per cent. to the third year, and forty-three per cent. to the fourth year. The total enrollment of pupils in all departments of the public schools, including evening schools but not summer sessions, was 854,890 for this year. To instruct these pupils 28,661 teachers were required. The expenses for operating the schools for the year were $103,334,927.38, and the average salary paid to the teachers was $2,059.90, an increase of $52.76.

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Seek $200,000,000 For College Plan

Plans for a $200,000,000 fund for American liberal arts colleges were set forth at a meeting of a committee of fifteen, representing the Liberal Arts College Movement, which was recently organized. The committee met under the chairmanship of President Ward, of Western Maryland College. "The purpose of the movement," declared Dr. J. H. Burghstahler, of Cornell College, Mount Vernon, Iowa, member and trustee of the new association, "is to promote liberal arts studies. We shall undertake a vast advertising campaign, which shall urge American youth to undertake such college work as will make them well-rounded citizens. Too frequently students are graduated with a lop-sided education. They know one thing pretty well, but know little or nothing about anything else." It is also the intention of the association to offset as much as possible the tendency to over-emphasize specialized technical education.

Dr. Cooper Sees School Change

"How to live," rather than "how to make a living," will be the goal of public school training a hundred years hence, in the opinion of Dr. William John Cooper, federal commissioner of education. Basing his predictions for the coming century on progress recorded in the one just ended, Dr. Cooper said that by the year 2030 automatic machinery would have "removed burdensome toil from the backs of men." "Most youths would be in school until they became of age," he said, "learning how to care for their health, how to spend their leisure time to advantage, how to discharge their civic duties, how to make worthy homes and be capable parents. The poverty-stricken school district of 1930, with its underpaid and poorly-educated teacher, will have disappeared," he stated. "Schools will be administered by the states. Through such units as afford financial responsibility, equality of educational opportunity will be guaranteed through state and federal equalization funds."

Dignity Marks Bryan University

The forty boys and girls who have matriculated as students this year at Bryan University, Dayton, Tenn., were admitted for character and seriousness of purpose, as well as for having graduated from high school. There is little chance of the ukelele or cut-down car making much advent, for an over-emphasis of "college life" will not be encouraged. William Jennings Bryan has a school of arts, a school of sciences, and a school of business administration, where degrees are offered at the completion of four years' work.

Health in Tropics A College Course

The latest practical invader of the erstwhile cultural curriculum of the American college is a course on how to keep well while traveling in the tropics, to be offered during the coming semester by the University of California extension division. Avoiding various diseases, recognizing their symptoms, safe diet, care of children in hot climates, care of the skin and eyes, and sun and mosquito protection will be some of the topics discussed by members of the staff of the Hooper Foundation for Medical Research. Meanwhile, another pre-travel course at the university will attempt to provide the expectant pilgrim with a general background of political conditions, manners and customs of the various countries of Europe.

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Why Pay?

An old darky visited a doctor and was given definite instructions as to what he should do. Shaking his head he was about to leave the office, when the doctor said: "Here, Rastus, you forgot to pay me."

"Pay you for what, boss?"

"For my advice," replied the doctor.

"Naw, suh! I ain't gwine to take it," and Rastus shuffled out.

Domestic Strategy

A woman cured her husband of staying out late at night by going to the door when he came home, and whispering through the keyhole: "Is that you, Willie?"

Her husband's name is John, and he stays at home every night now, and sleeps with one eye open and a revolver under his pillow.

A War Whoop

"That author we had for dinner last night told me that my voice inspired him."

"I don't wonder at it. He writes these Indian blood-and-thunder stories."

Sudden Service

Customer—"You have a sign in your window: 'A suit of clothes made while you wait.' Do you really do that?"

Tailor—"Yes, sir. You leave your order, with a deposit, and then go home and wait till the suit is finished."

No Enemies

Mrs. Sharpe (bitterly—"Don't you sometimes wish I'd married some other man?"

Sharpe—"No. I hold no grudge against any man, but I have wished a good many times you'd remained an old maid."

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Survey in Watertown

The creation of two new school positions, that of assistant superintendent of schools and that of director of health and physical education; the erection of two new elementary school buildings and general increase in teachers' salaries are recommended in the report of a survey of the Watertown (Mass.) school system by the division of field studies of the Teachers College, Columbia University. The report was submitted at a special meeting of Watertown school committee, and was laid on the table for further consideration. Relative to teachers' salaries the report states they are lower than those sometimes paid in clerical and semi-professional work, and that they fall short of the income of a capable professional worker. The report recommends the adoption of a salary schedule, placing the maximum for new teachers at $1,750, as against the present $1,650; of teachers with four years of college, equal to a bachelor's degree, $2,200, and of teachers with bachelor's and master's degrees after twelve or thirteen years' experience between $2,300 and $3,000. Dr. George D. Strayer, one of the directors of the survey, said relative to longer school hours, that all urban communities should have longer hours for boys and girls, and not shorter hours. The children, he said, were fortunate in having longer hours, and were not overburdened with work done under favorable conditions. The survey, which was started November 4, and completed by the end of December, 1930, cost $8,000. Dr. N. L. Engelhardt was co-director with Dr. Strayer, and they were assisted by a corps of workers.

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Value of Junior College

The debate as to whether or not that flourishing educational newcomer, the junior college, should merely duplicate the first two years of university work has gained a vigorous recruit for the negative side in Dr. Robert Gordon Sproul, newly inaugurated president of the University of California, in whose state the problem is most acute. "The real value of the junior college, in my opinion," he said recently, "rests in its attempt to meet the needs of those students whose talents and interest do not lie along the line of a university career, but who are interested in further education. . . . As I see it, the junior college is the fulfillment of the high school, not the stepchild of the university. It stands for further education preparedness for the greatest number, for democratic continuity and completeness of educational opportunity. It stands for the faith of the American people in education and their desire for its further extension for as many as possible."

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